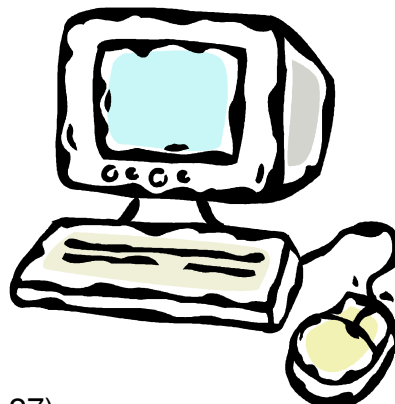




EEC 0810-620-001

**Technology and Instruction
Summer 2011**

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Blog: www.cerebrum.blogspot.com
Wiki: www.cerebrum.wikispaces.com
Office Hours: By Appointment



Class Meeting Time: MTR 6:30 – 9:30 (May 23 - June 27)
Classroom: Swirbul Library, Room 101

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A. Course Description: The course provides hands-on experience using technology designed for students with and without special needs. Current educational technology applications and Web 2.0 tools will also be explored.

B. Course Goals:

- To Develop a Working Knowledge of Instructional Technology Used in both the General Education and Special Education Setting
- To Enhance Technical Skills and Knowledge of Web 2.0 Tools
- To Develop a Database of Educational Resources Available on the Web
- To Develop Electronic Presentation Skills
- To Design and Publish a Blog and Wiki

C. Required Textbooks and Supplies:

- Jump Drive / Flash Drive
- Headphone / Microphone Combination Unit (USB connection)
- Course readings will be provided by the instructor
- **Suggested Reading:**
 1. *Empowering Students with Technology* by Alan November
 2. *Blogs, Wikis, Podcasts and Other Powerful Tools for Classrooms* by Will Richardson
 3. *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change* by Douglas Thomas and John Seely Brown

D. Course Topics and Weekly Tentative Schedule: Please note that the agenda for each class session and the specific assignments are subject to change. Adjustments will be made as needed to accommodate the needs and pace of the class.

Week 1: May 23, 24, 26

Introduction to course expectations, Gmail, Blogger, Wikispaces

Set up a Blog, Gmail Account, and Post your first Blog Entry and Respond to each other

Week 2: May 30, 31, June 2

Wikispaces

Educational Technology & Web 2.0 Tools (www.eductecher.com)

Bookmarking

Social Responsibility & Ethical Issues

Week 3: June 6, 7, 9

Microsoft Office (Excel, Word, PowerPoint, Speech Tools)

Week 4: June 13, 14, 16

Google (Docs, Reader, Scholar, Images, Sites, Advanced Searches)

Begin Group Presentations

Week 5: June 20, 21, 23

Podcasting and Screencasting

Week 6: Monday, June 27th

Presentations

E. Course Assignments, Due Dates, and Grading Plan:**Requirements—**

1. Projects are due when assigned. Time management is an important consideration for teachers. Due dates (deadlines) are part of the evaluative process, thus **no late assignments will be accepted. No handwritten assignments will be accepted.**
2. If you are unable to attend class or know you will be arriving late, please notify me **BEFORE** class.
3. The following factors will be considered when grading all assignments: organization, clarity of presentation, completeness, attention to detail, uniqueness, creativity, depth, and accuracy.
4. Always proofread for spelling and grammar and cite all sources where appropriate (APA 5th edition).

Assignments—

1. **Blog Entries & Class Reading Assignments:** Blog entries and class readings will be assigned throughout the class. The readings, when assigned, will be on topics related to the use of technology in the classroom and are provided to help you expand your thoughts about how and when technology should be used. In addition to the assigned entries, my hope is that you decide to use the blog in order for you to communicate with myself and the others in the class in order to get questions that you might have answered.

2. **Creating a Blog:** You will need to use Blogger in order to design an individual Blog. The Blog needs to include: a “Clustr map,” a RSS Feed, an embedded video, multiple postings, a picture, and links. **Please add your URL (web address) to my Wiki prior to class.**
3. **Group Presentation (Google Docs)** Use Google Docs to create a collaborative presentation. The presentation should include the tools you found most useful and demonstrate how you would integrate them into the classroom to engage students. You will also need to design a collaborative project lesson plan for your future students to complete. It can be related to one subject area that you all agree on or it can be outside of the “core curriculum.” **(Emphasis should be placed on reading comprehension, critical thinking, problem solving, communication, teamwork, reflection, formative assessments, real world applications, and of course... technology)**
4. **Wiki:** Develop and Publish a Wiki that would be a useful resource for students, parents, and/or fellow educators. Wikis must contain a navigation bar on each page and contain a minimum of five pages, one of which includes an instructional component (Lesson plan using at least one tool we learned). You must cite all sources of materials and information used. **This assignment will be presented at the last class.**
5. **Class Contribution and Attendance:** It is expected that students will come to class prepared and will have read all assigned material. Active, thoughtful classroom participation is expected and attendance at all classes is required. **More than one absence or two latenesses** will result in a reduction of the final grade. **Students are responsible for obtaining and completing all missed work.**

Grading Plan

	% of Final Grade	Date(s) Due:
Blog Entries & Class Readings	20	Ongoing*
Blog	25	Ongoing*
Collaborative Presentation	20	Ongoing*
Wiki	25	Ongoing*
Contribution in class / Attendance	10	Ongoing*
Total	100	

**all assignments must be complete on or before the last day of classes*

NOTE: New York State requires 12.5 hours of instructional time for each credit hour. In this 3 credit course, the required 37.5 hours consists of 27.5 hours of in-class instruction and 10.0 hours of extended instruction. Extended instruction refers to “outside of the classroom” learning, the delivery and content of which will be determined by the instructor. In this course, extended instruction will consist of the following: Moodle and smart board training.

G. University Statement on Academic Assistance for Students with Disabilities

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act, you are required to self-identify with the Office of Disability Services, 3rd floor, University Center (516) 877-3145. Please see me at the soonest possible time for special arrangements, seating and other accommodations if necessary. At any point during the semester if you encounter difficulty with the course or feel you could be performing at a higher level, please feel free to see me.

H. Use of Candidate Work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

I. School of Education Unit Philosophy, Purposes and Goals

Over the past three years the faculty of the Adelphi University School of Education has engaged in an intensive discussion of our mission, philosophy, and curricula. The process for these gatherings focused upon the following two fundamental questions:

- 1) *What are our values? What do we cherish most in life and thereby in education?*
- 2) *What skills, understandings (knowledge), and dispositions should our teacher education graduates possess?*

These questions are based upon our belief that values form the foundation of any philosophy of education. Values translate into educational goals and purposes which in turn may be conceived in terms of the characteristics of the teacher candidates we graduate. Based upon an intensive exploration and discussion of these two fundamental questions the faculty articulated and agreed upon the following:

Conceptual Framework - Core Values

The Adelphi University School of Education advocates the following **values**:

- | | |
|-----------------------|---------------------------|
| * Scholarship | * Inclusive Community |
| * Reflective Practice | * Wellness |
| * Social Justice | * Creativity and the Arts |

Our core values determine our **purpose and goals**.

• Scholarship

We believe teachers must be scholars who value and engage in life-long learning.

• Reflective Practice

We understand the learning process as a fluid, complex, and dialogical process. Our educational philosophy then, stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.

• Social Justice

We recognize learning as a sociocultural dynamic and therefore seek to frame our learning and service within the cultural, historical, and material contexts of the diverse populations of the New York metropolitan area. Educators must be aware of the ways schools may reproduce hierarchies based on race, class, gender, and sexuality. Awareness should lead to action as teachers embrace their roles as student advocates and active community members.

• Inclusive Community

Our conception of learning as a sociocultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.

• Wellness

Our conception of learning is holistic. That is, we believe values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured as well as skills and knowledge.

• Creativity and the Arts

In line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just, and beautiful.

These goals are conceived and presented as broad ideals to strive for rather than as fixed destinations. We acknowledge that, whereas teacher candidates and clinical candidates may show variation in achieving these goals, the process of achievement is at the heart of their educational journey. These values and goals pertain to the liberal and professional education of teacher candidates and professional practitioners in allied fields.